

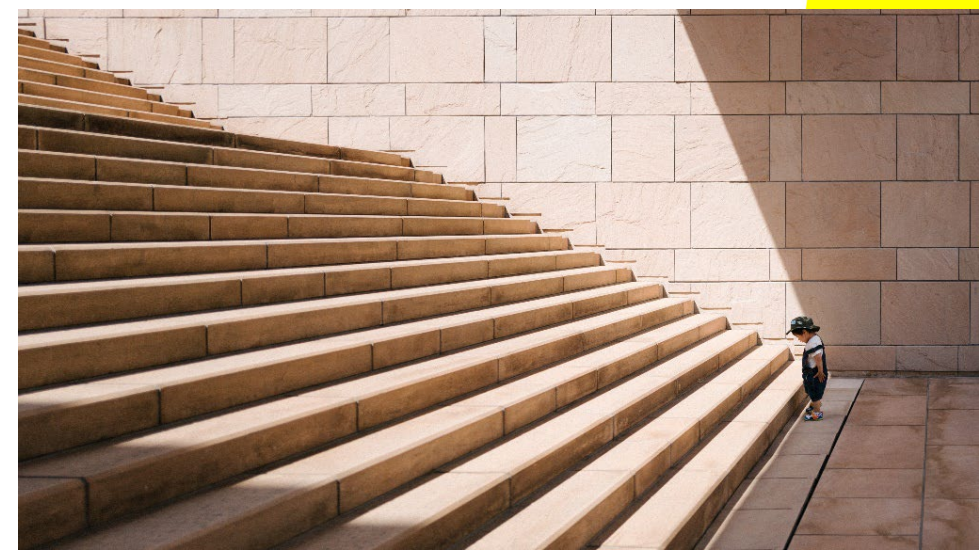
How do centre leaders spend their time in ECEC settings – results from the TALIS Starting Strong Survey

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TALIS Starting Strong

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Overview

- Challenges for leadership in ECEC settings – background and relevance
- Challenges for leadership in TALIS Starting Strong – what the data tells us
- Analysis I: How do leaders spend their time in ECEC centres?
- Analysis II: What factors contribute to the time distribution?
- How can ECEC leaders be supported in their daily work?



The context and challenges of leadership in ECEC



What is TALIS Starting Strong?



The TALIS Starting Strong Survey – what is TALIS Starting Strong?

First international large-scale survey of staff and leaders in early childhood education and care (ECEC)

Aligned to the OECD Teaching and Learning International Survey (TALIS), targeting teachers in primary and secondary education

Coordinated by the Organisation for Economic Co-operation and Development (OECD)

Participation of 9 OECD member countries in 2018

The TALIS Starting Strong Survey – Participating countries (1st cycle)

ISCED 02 (3 to 5 years)

- Chile 🇨🇱
- Denmark 🇩🇰
- Germany 🇩🇪
- Iceland 🇮🇸
- Israel 🇮🇱
- Japan 🇯🇵
- Korea 🇰🇷
- Norway 🇳🇴
- Turkey 🇹🇷

ISCED 01 (0 to 2 years)

- Denmark 🇩🇰
- Germany 🇩🇪
- Israel 🇮🇱
- Norway 🇳🇴



Study Design

Representative data on national ECEC systems

- Target population: pedagogical staff and centre leaders
- all types of ECEC settings (centre- and home-based)

High sampling standards and requirements

- Sample size for Germany: ca. 500 centre leaders and 3000 staff
- Per ECEC centre: 1 leader and up to 8 staff
- Aspired return rate (after replacements): 75%

Self-reported data from staff and leaders through questionnaires

- Different questionnaires for staff and centre leaders
- Almost identical versions for ISCED 0.1 and ISCED 0.2
- Time to complete questionnaire: 45-60 minutes
- Paper and online version available

The TALIS Starting Strong Survey - topics

Leaders

- Background characteristics and qualifications
- Professional development (personal and staff)
- Working conditions and job satisfaction
- Characteristics of the ECEC centre
- Pedagogical leadership
- Administrative leadership
- Cooperation with stakeholders
- ...

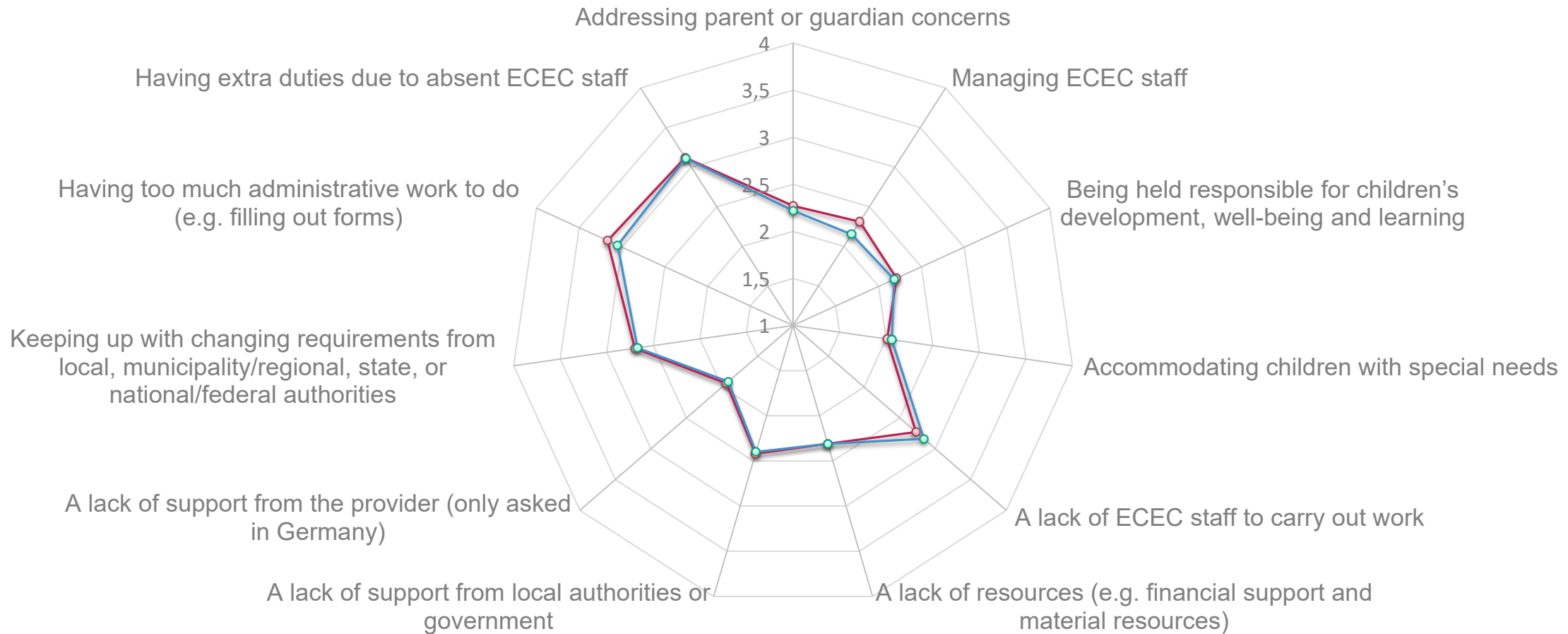
Staff

- Background characteristics and qualifications
- Professional development
- Working conditions and job satisfaction
- Tasks and responsibilities
- Pedagogical beliefs and practices
- Dealing with diversity
- ...

What the data tells us
—
what challenges
do centre leaders
express themselves?



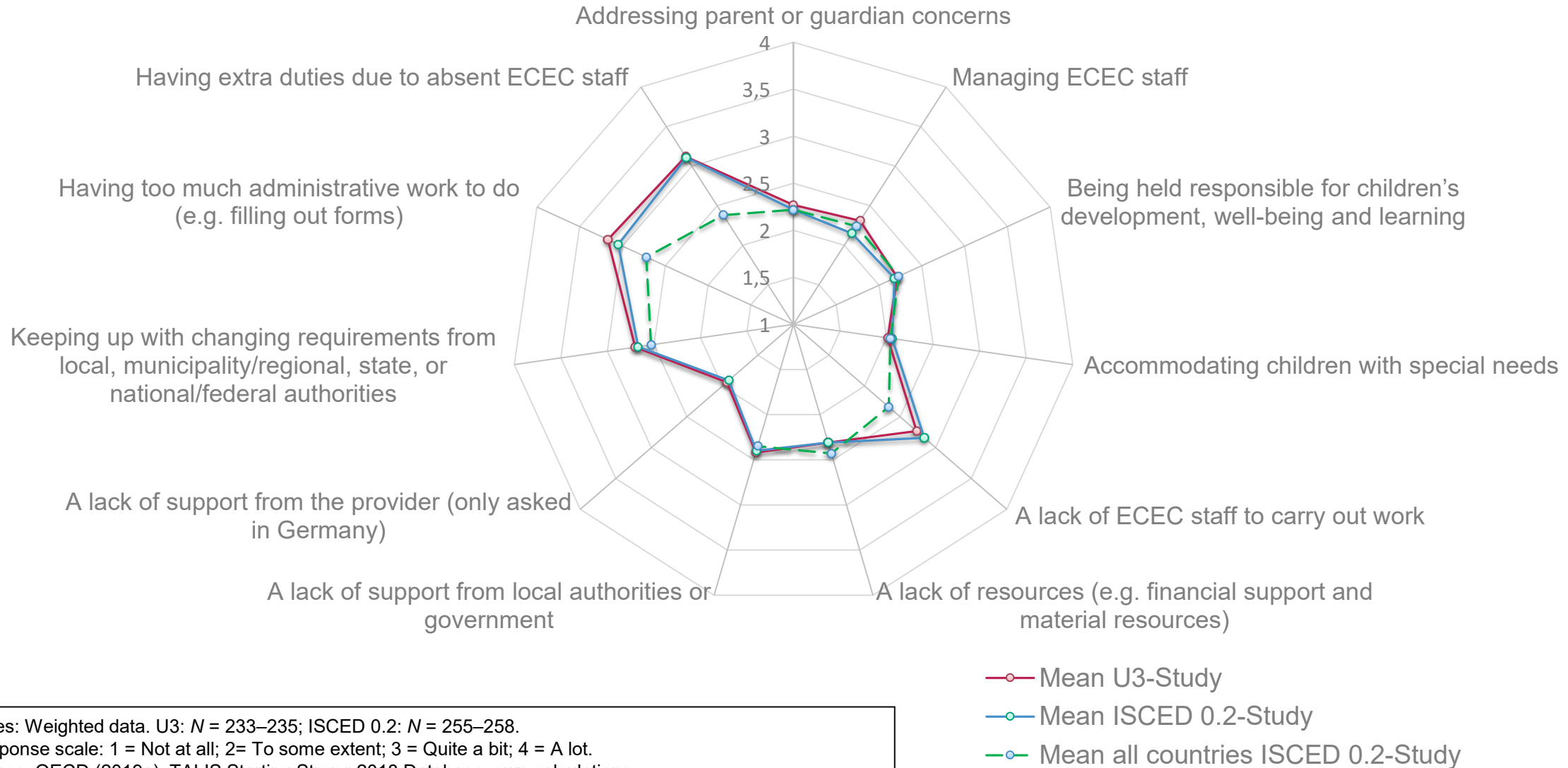
Sources of stress and their extent for centre leaders and their work (mean)



Notes: Weighted data. U3: $N = 233-235$; ISCED 0.2: $N = 255-258$.
 Response scale: 1 = Not at all; 2 = To some extent; 3 = Quite a bit; 4 = A lot.
 Source: OECD (2019a): TALIS Starting Strong 2018 Database, own calculations

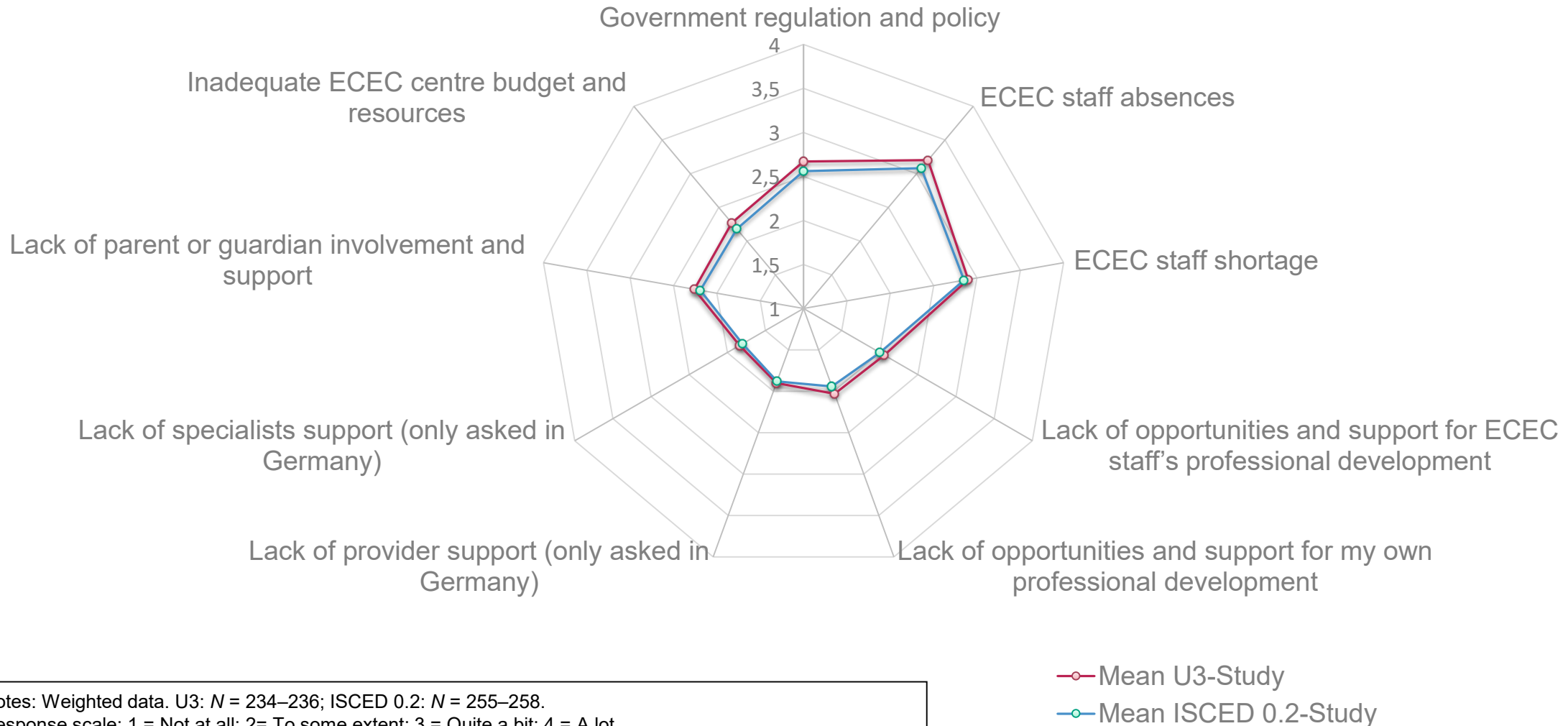
—○— Mean U3-Study
 —○— Mean ISCED 0.2-Study

Sources of stress and their extent for centre leaders and their work (mean)



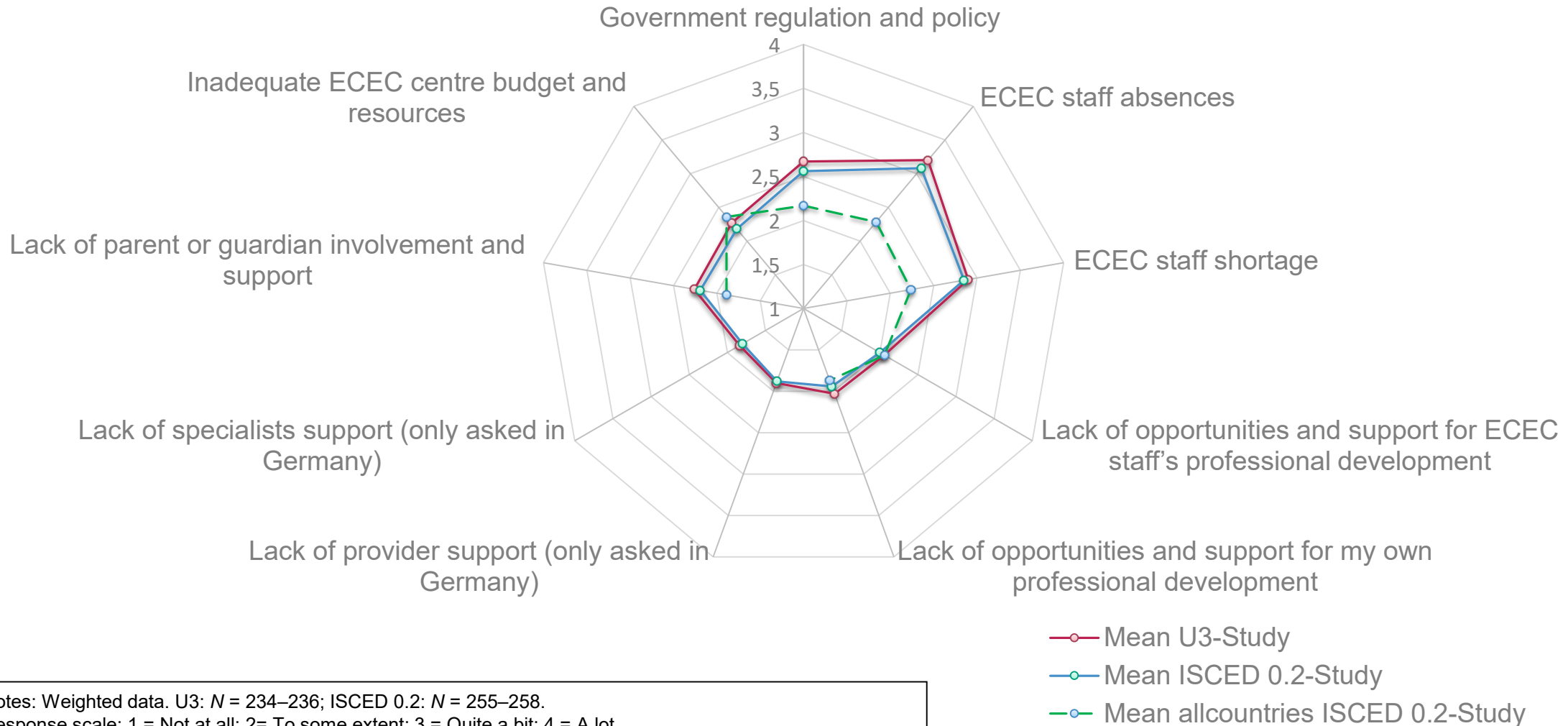
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Aspects and their extent of limiting the effectiveness of centre leaders (mean)



Notes: Weighted data. U3: N = 234–236; ISCED 0.2: N = 255–258.
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Aspects and their extent of limiting the effectiveness of centre leaders (mean)



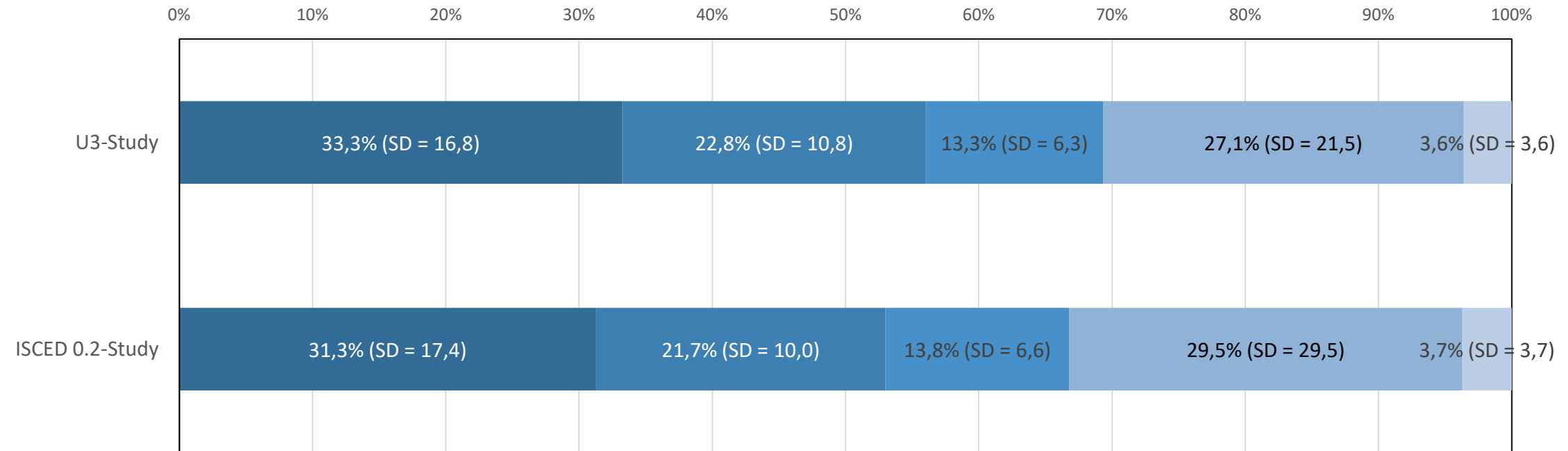
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How do leaders spend
their working time and
what factors are
contributing?



ECEC leaders in Germany spend most of their time on administrative leadership tasks, followed by interactions with children and pedagogical leadership tasks

Average proportion of time leaders report spending on different tasks during the 12 months prior to the survey



■ Administrative leadership tasks

■ Interactions with parents or guardians

■ Other

■ Pedagogical leadership tasks

■ Interactions with children

How do leaders spend their time and what is shaping their daily work?

Personal level

- ✓ Age
- ✓ Gender (male/female)
- ✓ Qualifications/university degree (with/without)
- ✓ Average working hours per week
- ✓ Share of time exempted for leadership tasks



Centre-level

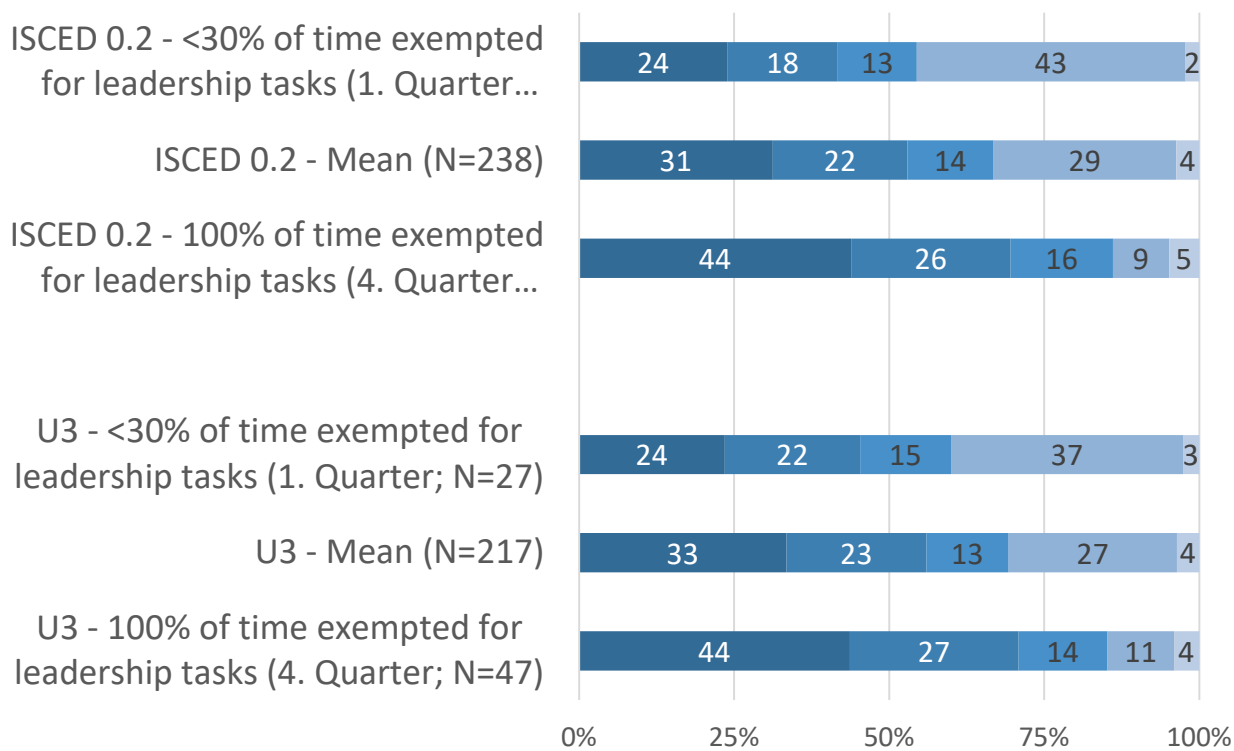
- ✓ Size of the centre (number of children)
- ✓ Provider (6 categories)
- ✓ Work/group concept (4 categories)
- ✓ Diversity among children (5 categories)
- ✓ Level of autonomy/responsibilities (8 items, 2 dimensions)

Community/environmental level

- ✓ Size of the city/town/village (5 categories)
- ✓ Geographical location (East vs. West)
- ✓ Centre location (stand-alone building, shared building etc.)

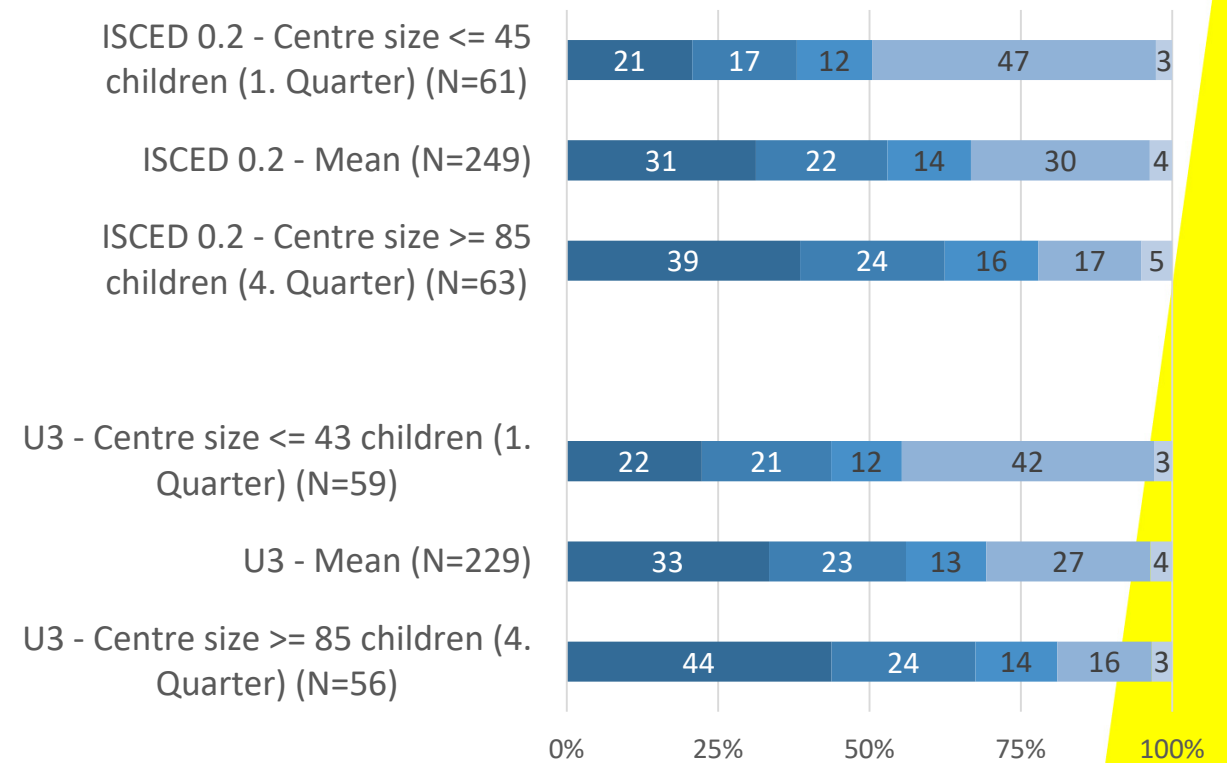
Examples personal and centre level

Time distribution by time resources for leadership tasks



■ Administrative leadership tasks
 ■ Interactions with parents/guardians
 ■ Other
 ■ Pedagogical leadership
 ■ Interactions with children

Time distribution by centre size



■ Administrative leadership tasks
 ■ Interactions with parents/guardians
 ■ Other
 ■ Pedagogical leadership
 ■ Interactions with children

What shapes the daily work and time distribution of ECEC leaders?

Multiple regressions of the proportion of time spent on administrative leadership tasks (last 12 months) by characteristics of the personal-, centre- and community-level (standardized beta coefficients (β) and explained variance (R^2))

Area „Administrative Leadership“		U3 (N=209)	ISCED 0.2 (N=217)
		R^2	
Model 1 – U3/ISCED 0.2	Share of resources for leadership tasks	.278***	.199***
		Change in R^2	
Model 2 – U3/ISCED 0.2	Centre size (number of children)	.038**	.036**
Model 3 - U3	>30% of children in the centre have at least one parent with a university degree	.031**	
Model 4 - U3	Provider is non-profit, church-based	.023**	
Model 3 - ISCED 0.2	Centre is in eastern Germany		.041**
Model 4 - ISCED 0.2	Provider is parent initiative		.015*
		Beta-Coefficients (β)	
Overall model (inclusion of all variables)	Share of resources for leadership tasks	.382***	.328***
	Centre size (number of children)	.227**	.214**
	>30% of children in the centre have at least one parent with a university degree	-.169**	
	Provider is non-profit, church-based	.153**	
	Centre is in eastern Germany		-.193**
	Provider is parent initiative		-.128*
corr. R^2 in total, in %		35,8 % ***	27,8% ***

Results at a glance – Time distribution

Main differences in interactions with children & administrative leadership, stability in cooperation with families & pedagogical leadership

Individual characteristics (e.g. qualifications or work experience) and community or environment factors (e.g. size of the city or centre location) play no or little role

How the leader position is shaped on centre-level is crucial, especially with regard to:

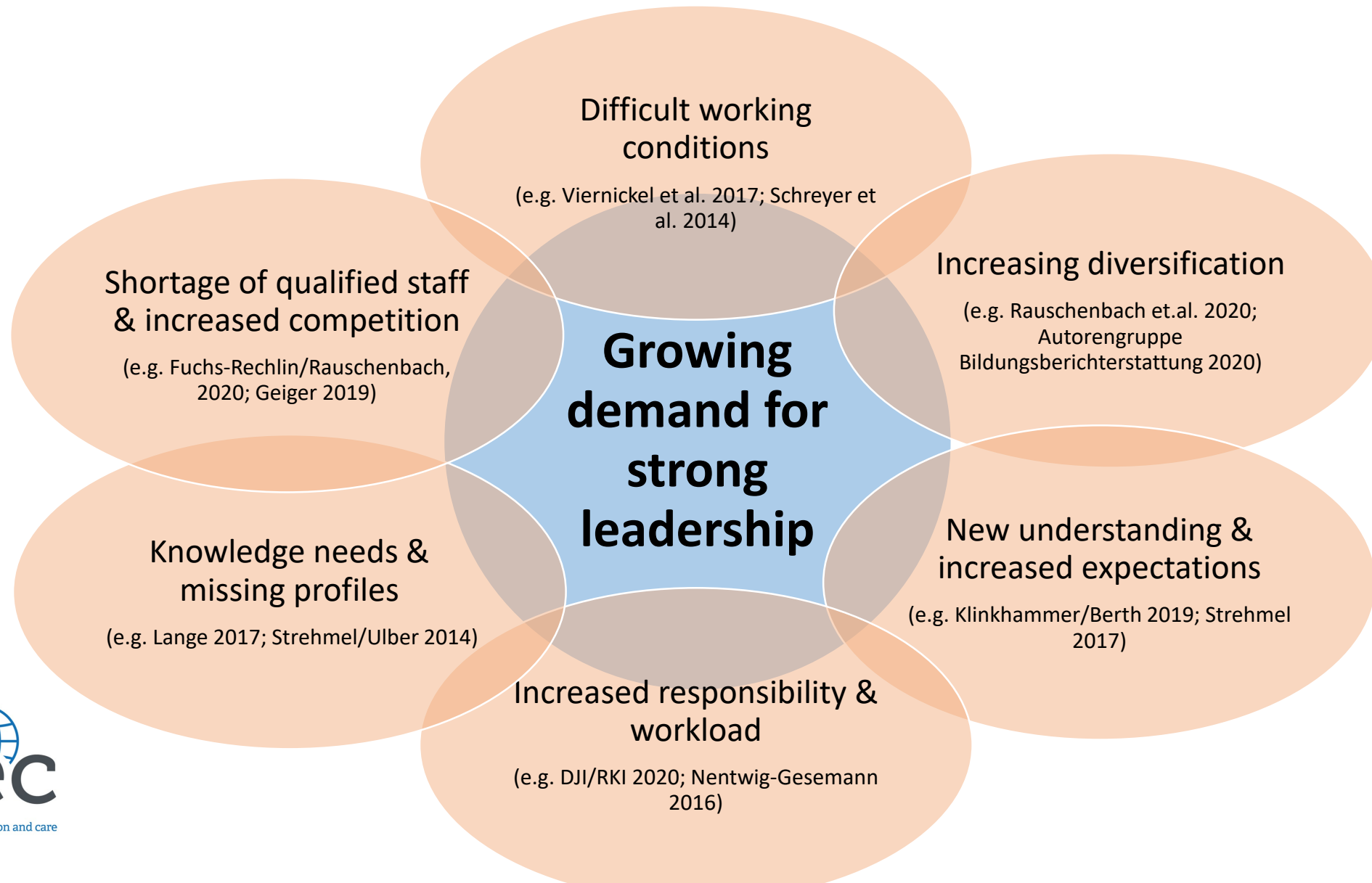
- **Time resources for leadership tasks**
- **Size of the centre**
- **Composition of children within the centre**

in part also the provider, weekly working hours, group concept, regional differences

How can
ECEC leaders be
supported in
their daily work?



The context and challenges of leadership in ECEC

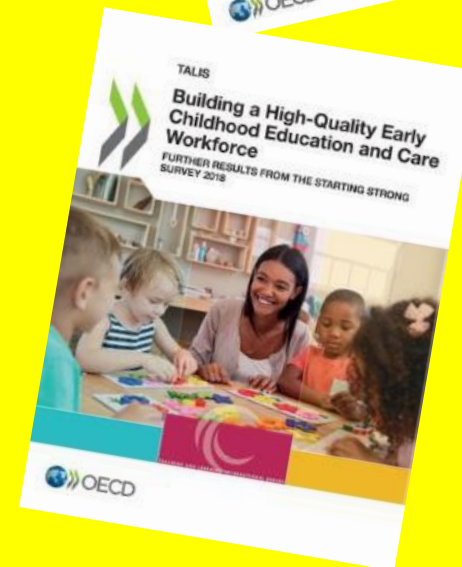
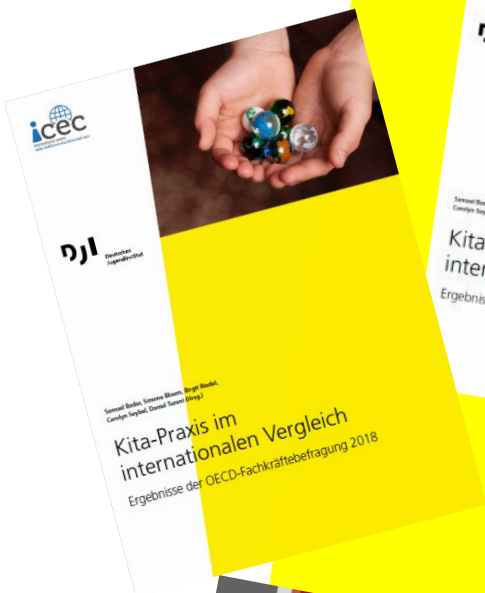


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For further questions &
comments please contact me via

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Thank you very much!



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